TEACHER'S PERFORMANCE IN THE HIGHER DISTANCE EDUCATION COURSES OF THE FEDERAL UNIVERSITY OF AMAPÁ

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SUMMARY

The present study aims to highlight the role of the Professor in the Higher Distance Education Courses at the Federal University of Amapá (UNIFAP), highlighting his practice and the implications in this teaching modality. It also highlights the need for a committed professional, with technical knowledge and articulation to contribute with regard to student learning in the fielddistance education. With regard to methodological procedures, a qualitative approach is presented to understand the role of teachers in Distance Education in the UNIFAP scenario, through bibliographic and documentary research. It was understood that in the context of the Federal University of Amapá, the distance education teacher needs to maintain a tenuous line of updating, because even though it is a relatively new teaching modality, EAD has been increasingly sought after . It was concluded, therefore, that within the scope of UNIFAP, the professor of higher education courses at EAD encounters difficulties both on the part of the students and on the part of the others involved in the learning process, but there is an intrinsic relationship that has been growing gradually so that this reality change. Soon,

Keywords: Distance Education. Teacher performance. UNIFAP.

INTRODUCTION

In recent years, implantation of undergraduate and specialization courses in the distance modality, this has enabled a deepening of studies of the modality. According to Carvalho (2013), the increase in the universe of students, teachers and managers who work with distance education, currently, allows the investigation of important elements in relation to the teaching and learning process carried out in distance education.

However, regarding the Distance Education modality in Higher Education, it can be said that it comes to meet the social need to provide education to segments of the population that cannot adapt to the face-to-face education system, whether

due to geographical issues, the impossibility of reconciliation of time, for reasons of work, family, physical, economic limitations, etc.

The distance study presents elements of a new tool, in order to democratize access to education. Although in the consolidation phase, the Federal University of Amapá, adopted this modality, with the objective of offering an alternative to this public that does not have access to face-to-face teaching, however, as it is a new experience it also presents many challenges.In this context, the following question arises about the main difficulties encountered by the teacher with regard to performance in undergraduate and graduate courses in distance learning at UNIFAP. This questioning is at the heart of this work, aiming to discuss about the main difficulties in the process of acquiring the learning of the distance learning student.

However, it is assumed that currently, the society that governs the current Brazilian conjecture is known with the information society, a concept that defines well the existence of such complex flows of ideas, products, money, people, which established a new form of social organization. The fact is that the changes in the organization of work, in production, in the mechanisms of social relationship and in access to information can clearly be seen.

Since then, this article seeks to approach the Distance Education within the Federal University, since this is a modality that has been growing more and more in the context of not only the HEI in question but in all segments educational.

METHODOLOGICAL PROCEDURES

It is a qualitative, descriptive and analytical research, with unsystematic observation, thus, according to Lakatos (2010), the fundamental purpose is to understand, explain and specify the phenomenon. Based on this, for the development of the research, bibliographical studies were carried out on the teaching performance in distance education as well as documentary analyzes on the history of distance education at the Federal University of Amapá.

To better elucidate the proposal of this article, a visit was made to the Distance Education Department of the Federal University of Amapá, in which it was possible to observe how this teaching modality is conducted based on a succinct observation on the Moodle Learning Platform.

Thus, data collection was carried out through observations and documentary analysis.

DISTANCE EDUCATION AND NEW LEARNING PARADIGMS: the adequacy of the teacher

It is important to understand the teaching practice in distance education as a modality, for that we must relate the transformations that occurred in the production of space, these transformations ended up causing the resizing of the notions of space time that occurred with the advent of the information society,that is, a new economic model was created, no longer based on industrial production, but this time, based on information and new forms of knowledge production. SecondHARVEY (1992, p.145-146) these changes end up reflecting a pattern of capitalist economic accumulation:

> In the field of space, the impulse to revolutionize the productive forces is as great as in any other. Thus, the history of capitalism was marked by dramatic reductions in the cost or time of movement,beyondimprovements in the continuity of the flow. Spatial relationships are thus subject to continuous transformation. Other forms of technological change can achieve the same goal, but in a different way.

In this sense, the world has undergone profound changes in the capitalist mode of production such as: social relations, work and technology. In terms of access to education, it was no different. These transformations that are increasingly mediatized and globalized also require changes in the educational system that are assuming new functions and challenges (BELLONI, 1998).

In this context, relations are mediated by technology, providing greater efficiency, agility, speed, that is, globalization, shortening time and space. Bringing the discussion to the educational field and more precisely the distance modality, (ALVES; NOVA, 2003, p.2) states:

> Distance Education is like one of the teaching and learning modalities, made possible by the mediation of digital and network technological supports, whether inserted in classroom teaching systems, mixed or completely carried out through physical distance.

These new information and communication technologies are already present in the educational process, as stated by BELLONI (2009, p. 104):

> It is essential, however, that we are aware that their integration with education is no longer an option: these technologies are already in the world, transforming all dimensions of social and economic life; it is up to the educational field to integrate them and make the best of their communicational and pedagogical potential. (BELLONI, 2009, p. 104)

With regard to distance learning, so much so that according to MONTEIRO (2001, p.123):

> the category "teaching knowledge", which allows the focus of teachers' relationships with the knowledge they master to be able to teach and those who teach, under a new perspective, that is, mediated by and creators of practical knowledge, which are now considered fundamental for the configuration of professional identity and competence

With all these technological changes happening in the school environment, the role of the teacher is highlighted, given that the teaching career, regardless of the modality or level of performance, requires a trained, qualified, committed and constantly updated professional. In the exercise of teaching, technical knowledge about the area in which it operates is essential, but knowing the context and the different ways of developing the teaching-learning process that is inserted is also extremely important in this process. (MENDES, 2010).

According to (OLIVEIRA 2013 p, 86), "it is necessary to understand the entire context involved in the process, to build and signify a new pedagogical practice". The teacher is a key subject in the production of knowledge in the operating environment.

Within the scope of the ideas of (OLIVEIRA 2010, p.6) it defines the role of the teacher in distance education:

> In order for the teacher to act as a knowledge producer in the distance learning modality, it requires training that includes the inclusion of educational methodologies that help students to learn and develop their skills. Each one has his / her concept of being a teacher, based on the teaching knowledge produced and constituted from the production and performance as author teachers, being able to provide the teacher with the construction of evident knowledge, as well as other knowledge that is revealed as the reflection institute.

Thus, the role of the teacher becomes of great relevance in this teaching-learning process, considering the fact that Distance Education is a comprehensive instrument for the dissemination and promotion of knowledge.EAD is also

characterized by the characteristic of people's learning when they are spatially or temporally separated from the most typical learning environments. (LOPES, 2010)

THE SEARCH FOR DIFFERENTIATED EDUCATION

Currently, a series of studies has shown that students governed by today's society are increasingly looking for differentiated learning activities, that is, according to Almeida's assumptions (2011, p.76):

> The students of the current society, called 'technology society', are increasingly looking for courses that follow their own teaching methodology, with an emphasis on the most modern, mainly in information and communication technology. Thus, the Distance Education modality is aimed, among others, at those people who need to optimize their time for studies and reconcile other day-to-day activities.

In this perspective BELLONI, (2003), signals that distance learning and open education are increasingly present in the educational context of contemporary societies, so this teaching modality is extremely adequate, as it aims to meet these new educational demands arising from new economic order established. That said

> The student seeks in the flexibility of Distance Education to find an immediate solution to reconcile his work and other tasks with the study. He believes that taking a course in distance learning will be easier than in regular classroom teaching and imagines that technology will be an important ally in the development of his learning (Carvalho, 2013 p. 4)

However, some authors emphasize that there may be some complications in this type of teaching and learning. According to the ideas of VALENTE (2003);

> In the case of distance learning courses, these issues are exacerbated by the fact that there is a clear distinction between the action of transmitting information and the need for teacher-student interaction so that there is a condition for building knowledge. This construction does not necessarily happen with the isolated student - he in front of the support material or in front of a computer screen. There is a lot of work, the result of the interaction between the apprentice and the teacher and between the apprentices that must be carried out for this construction to happen.

The student, when faced with this new form of learning, where he has to manage his time for study, feel very difficult to adapt with this teaching modality. With regard to student learning VALENTE (2003, p.140) to be involved with reflective actions so that he can establish relationships between information obtained, challenges received and results of what he is doing or thinking at the moment.

In order to better elucidate the ideas listed above, it is worth mentioning that according to BEHAR (2012, p.2), the student, the subject of this process, also needs to understand that this modality requires knowledge, skills and attitudes that are different from the face-to-face teaching, the that influences the way it operates.

That said, the role of the teacher in distance education becomes extremely important, as well as in person,even though their way of acting is differentiated. He must assume a more participatory stance, where he becomes a mediator in the dynamics of learning.

ANALYSIS AND DISCUSSION OF RESULTS

DISTANCE EDUCATION CONTEXT AT UNIFAP

In the context of distance education at the Federal University of Amapá, it was in 2001 that UNIFAP started its distance learning activities, through programs developed in collaboration with other Federal Government institutions, such as the Secretariat for Distance Education (SEED) / MEC) and the Virtual Public University of Brazil (UniRede) and the Federal University of Pará (UFPA). (UNIFAP, 2012)

UNIFAP is a participant in the Open University of Brazil System (UAB) in which it develops actions related to Distance Education and actively participates in the process of training professionals to offer programs in this type of education. This IES is one of the 80 public universities that make up the Virtual Public University of Brazil, UniRede. EaD contribute to educational development, since the strategies used in this type of teaching enable people who do not have access to education, due to lack of time, distance or financial issues, do not continue their studies.

In this sense, in 2009 the Federal University Amapá (UNIFAP) was accredited on an experimental basis by Ordinance No. 858 of September 4, 2009 from MEC to offer distance learning courses, approved under the UAB. In the distance modality, UNIFAP offers undergraduate courses in Physical Education and Mathematics and a BA in Public Administration. Also offer postgraduate studies in Philosophy, Mathematics, Media in Education and Health Management.

THE DEPARTMENT OF DISTANCE EDUCATION

According to the in locus visit, it was noticed that the Department of Distance Education of the Federal University of Amapá is based on a set of guidelines that allow critical reflection on the pedagogical practice that aims to improve the quality of higher education. In addition, it defines a set of skills and competences to be developed by the faculty, the methodology to be adopted, the references that guide the construction and implementation of the course.

Thus, according to what could be observed, the Federal University of Amapá through the creation of distance courses expands its proposals for academic training in the insertion of information and communication technologies, thus making learning more meaningful and comprehensive as a where technologies are used efficiently and effectively.

In documentary analysis, at the Department of Distance Education at UNIFAP, it was observed that to meet the demand for higher education of teachers at a higher level in the State of Amapá, including its most distant municipalities, the Federal University of Amapá - UNIFAP offers courses in graduations and Specializations in distance learning.

In the structural and organizational scope, the Department of Distance Education at UNIFAP, has its educational modality based on the partnership system between CAPES and City Hall and Government, responsible for the maintenance of the hubs, in which it has installed a set of technological resources used in an integrated manner. , such as: computers, printers, DVD players, television, data show and library that allow distance classes and / or face-to-face meetings to be held, thus enabling it to serve its public and the communities of the municipalities of Vitória do Laranjal do Jari, Oiapoque, Santana and Macapá, according to the location map of the in-person support centers.

TEACHERS PERFORMANCE IN THE DEAD

The teacher teacher who works in distance education at UNIFAP is the one designated or indicated by the IFES, in this case, they are professors from the departments who act as effective servants and develop typical teaching activities, such as project development and research, related to courses and programs implemented within the scope of the UAB System to which they are linked and receive a scholarship to perform functions in distance education.

In the distance education department at UNIFAP, before teachers and tutors start teaching and monitoring subjects, there is a training session about the Moodle Environment. This training takes place in the EAD laboratory in person. This step is extremely important since it is the teacher together with the tutor who will directly guide the students. Thus, both the teacher and the tutor must have mastery of the content taught in the subjects. For OLIVEIRA (2013, p.105)

> The teacher in distance education does not act alone, but within a network of mutual collaboration; this network is what sustains interactivity among its agents. Unlike a face-to-face classroom in which it depends, almost exclusively, on its discourse, in distance education the teacher depends on a multidisciplinary team that operates in the most diverse aspects.

Another stage of the teacher's work in the scope of UNIFAP is as follows: he is responsible for the discipline of his course and also prepares and delivers the contents of the modules developed throughout the course within a predetermined period, being, among others assignments can be highlighted the adequacy of didactic materials, media and bibliographies used for the development of the course to the distance learning language.

Among the basic didactic materials of the course are: written texts, produced in the form of modules, except from the UAB System, SISUAB, selected by the teacher teachers, afterwards, the diagrammer performs the graphic visual programming and edition of texts and images, with the objective of ensure the development of the basic content essential to the course. The different materials are integrated around the digital didactic material, auxiliary audiovisual materials or complementary to the treatment of the written text that allow a conceptual deepening of the academic.

Fundamentally, written media and virtual resources are used as learning aids. UNIFAP has a virtual learning environment, on the Moodle platform (online), in which the teacher is responsible for creating virtual learning environments in all subjects to

which he was linked. From this, the student can access the content in the AVA room (virtual learning environment), and the student can go to the face-to-face application centers that have an exclusive computational laboratory for the distance education course.

Remote monitoring is carried out using the Moodle platform (online); and the Internet, in the online activity rooms, favoring the acquisition of gradual autonomy of students in the process of building knowledge, in addition to Chats and discussion forums aimed at revising content, among other ways of making learning more meaningful.

Communication between students and tutors takes place in person through attendance at the centers, learning environment or electronic mail. Teachers communicate via email, forums on the platform and meetings. The virtual learning environment, Moodle is an efficient means of communication between students, tutors, teachers and coordination.

In these environments, audiovisual teaching materials are also available that are aids to learning, considering that they have a limited time to participate in the activities in the Computing Laboratory, a pedagogical planning is carried out in order to allow the student the time necessary to access the environments virtual learning and new teaching materials, as well as, to complete the activities inserted in these environments.

In order to deepen the questions, video lessons are used, as complementary material produced by the tutors. In addition, the teachers of the disciplines encourage complementary reading, video lessons, chats and forums that expand the possibilities of understanding and deepening the contents worked on. It is also part of the curriculum dynamics, lectures, seminars and conferences.

In each discipline, a virtual learning environment is created, restricted to Tutors, Teacher Trainers, Tutoring coordination and general coordination of the course, this is intended for debates regarding the discipline and its contents, as well as meetings, general changes, among others.

MONITORING ON THE MOODLE PLATFORM

Based on the observation made on the Moodle Learning Platform regarding the role and performance of the teacher in distance learning courses at UNIFAP, we initially realized that there is a systematic form of identification such as: teacher trainer, researcher, content writer and tutor. Given this situation, it was noticed that the teacher who works directly on the Moodle Platform is equipped with a team trained to work with this type of teaching.

According to CARVALHO (2007), the teacher's focus is to make his students overcome difficulties, looking for ways that facilitate learning, because in addition to being a teacher, he has the role of manager in distance learning. Thus:

> The role of this teacher is to establish a bridge between the learning carried out in person from the contact with the tutor and the learning carried out through the different proposed media (video, virtual environment, CD-Rom, printed material, etc.) (CARVALHO 2007 p. 8 and 9).

Considering all these aspects, it can be seen that the teacher must be a mediator, create situations of interactivity between students and should also encourage their students to reflect on the contents studied by making them expose what they have learned in the virtual learning environment throughforums and tasks and assessments so they can learn.

CONCLUSION

The research carried out showed that, as teachers of a distance course, the profile of the teacher in distance education and the new forms of social and interpersonal relationships that occur in contemporary society, through the Department of Distance Education, the focus of analysis is the interactions of the teacher in the interactions that take place in the virtual learning environment. It was also found that the inclusion of the Internet in everyday life is a phenomenon that grows rapidly, making the current society more dynamic, providing a new form of communication and interaction with people.

Distance learning teachers must be in constant attention with the classes, always encouraging their students to self-reflect the contents, acting as a problematizer and fomenter of debates.

In the scenario of distance education in higher education, the actors involved: students, tutors, teachers and, Higher Education Institution, have responsibilities to be fulfilled. In this work, the emphasis was on teaching, and this is of considerable relevance for the development of teaching and learning.

This professional needs to develop different roles and, thus, ensure that the learning environment is innovative, stimulating, participatory, and, above all, that collaborates for the development and promotion of knowledge. Academics should be encouraged to participate collectively, fulfill tasks, deadlines, take responsibility for the study, even if they are not daily in a physical classroom space.

In this way, the teacherin distance education, in addition to the technical knowledge of your area of expertise, you must have a profile that can be characterized as an articulator of student interaction. Must have a full command of the virtual learning environment to be able to propose attractive activities to students. It was also observed that in some virtual environments a significant number of disciplines restrict activities in forums and tasks, these characteristics can show the weakness of teachers in the insufficient knowledge of the virtual environment.

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